

Cultural Differences in Attitudes toward Plagiarism in Undergraduate Business Students: An Empirical Investigation

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ABSTRACT

This study examines attitudes towards plagiarism in Australian and Chinese (PRC) students and the extent to which they have, or someone they have known has, experienced it. A combination of questionnaire and scenario response was used and the results statistically analysed. The results indicate that Chinese students were more tolerant towards plagiarism than the Australian students and more likely to take part in it, or know someone who had. Although results were in most cases statistically significant, they were not sufficiently strong to indicate unqualified support for a cultural imperative in relation to plagiarism. Results indicate a greater need for plagiarism education for students and that this may need reinforcement throughout the education process.

Key words: Ethics; Business education; learning environment, climate; international business education

Plagiarism is an ongoing concern for most academics in business courses. Whilst the detail of definitions may vary, all have the common theme of passing off someone else's work as your own (East, 2006). Plagiarism may range from lifting a few sentences from a book and inserting them in an assignment without attribution through to having another party ghost write a submission.

Plagiarism strikes at the heart of academic integrity and although it is difficult to determine the extent of the problem studies suggest that it is widespread. According to the 2005 study from the Center for Academic Integrity (www.academicintegrity.org/cai_research.asp), 40 percent of almost 50,000 undergraduates questioned had plagiarized from the internet, with 77 percent not perceiving the issue to be a serious one.

Plagiarism by its nature is a hidden activity; it is for the student to know and for the academic to find out. As academic workloads and class sizes are increasing, there is a diminished capacity to closely monitor students' work. There is a feeling that at least the potential for plagiarism has increased in recent years and that only the most egregious cases are being identified.

The internet as an enabling technology has heightened concerns about plagiarism (Badke, 2007) and cutting and pasting is now practised by students from an early age. Countervailing technologies such

as Turn-it-in are intended to identify those who indulge in this practice but their use is not without difficulties.

What academics may consider as plagiarism may not be considered as such by students (East, 2005). Conventions of academic referencing may be poorly understood. Students may also be confused by the difference between collaboration and plagiarism. Collaborating with colleagues and consulting books requires different types of acknowledgement, with greater gravity of offence if written sources are not acknowledged. It is asking much of students unfamiliar with an academic environment to respond to the subtle differences.

Countering plagiarism is enormously consuming of time and effort. Bretag (2005, 2007) found that in most universities seeking redress is slow, time consuming and draining for all involved and presents another level of complexity in already busy lives.

PLAGIARISM AND ASIAN STUDENTS

Asian students have made a major contribution to the expansion of Australian and New Zealand universities over the last fifteen years. Pickering and Hornby (2005) suggested that the cultural background of Asian students leads to a heightened propensity to plagiarise. High profile cases tend to reinforce this perception. For instance in late 2002, a serious act of plagiarism by 15 Malaysian students at the University of Newcastle led to an investigation by a state anti-corruption commission. It is one of a series of events involving international students, prompting concern, both in Australia and overseas, over the quality of teaching and academic standards (Pearson, 2004). The anxiety about Asian students and plagiarism has informed a number of research projects in Australia and New Zealand and a review of this literature follows.

Using a sample of local and Asian students in New Zealand, Marshall and Garry (2006) investigated the two groups' understanding of plagiarism and their propensity to engage in it. They used descriptors to describe a series of plagiarism practices, ranging from common instances of plagiarism, such as

failure to reference, through to extremely serious cases such as having work ghost written. They found that students had an inconsistent understanding of plagiarism, but the more serious instances were normally being considered as such. Asian students indicated a lesser knowledge of what constituted plagiarism than local students. A significantly higher number of Asian students compared to local students (83% to 65%) reported that they had engaged in serious acts of plagiarism. The underlying finding of this study is that many students only have a limited grasp of what constitutes plagiarism. These findings were supported by De Lambert, Ellen and Taylor (2002) and Walker (1998) both cited in Pickering and Hornby (2005) also found high levels of self reported plagiarism by New Zealand students.

Pickering and Hornby (2005) studied differences in perceptions towards plagiarism between Chinese and New Zealand students. Six scenarios describing plagiarism of increasing seriousness were presented in questionnaire form. The two groups of students were asked to rate the acceptability of the instances of plagiarism. Of the six cases, Chinese students considered the actions of plagiarism significantly more acceptable than the local students. Perhaps most surprising was that local student's responses, whilst generally less accommodating of plagiarism than the Chinese student's, indicated that many felt that certain types of plagiarism were acceptable.

Maxwell, Curtis and Vardenaga (2008) also studied the differences in perceptions of Asian and local (Australian) students in relation to their understanding of plagiarism. The Asian students were drawn from those influenced by Confucian culture, including China, Korea and Japan. It was found that Asian students were less likely to perceive an action as plagiarism than local students. Similar results were found for the seriousness of an offence. The researchers found that all students' understanding could be improved and that institutions should be clearer as to what behaviours are acceptable and not acceptable.

Taniar and Rahayu (1996) and Campbell-Evans and Leggett (2007) related the propensity to plagiarise to cultural and language problems faced by non-English speaking students. Campbell-Evans and

Leggett (2007) claim that these are key elements in recent Australian research relating to plagiarism. Drawing upon the cultural paradigm, Badke (2007) observes that plagiarism may often not be a case of deliberate and covert cheating but rather one of misunderstanding and ambiguity arising from the cultural differences. International students are often harshly punished for acts which are not motivated by the intention to deceive and which are rarely accompanied by a genuine effort on behalf of staff to understand the underlying value system and educational history which underpins the behaviour. As a result, staff may also neglect to implement measures to prevent future occurrences of plagiarism.

Whilst the popular press often focuses upon preconceptions and cultural stereotyping of national characteristics when discussing plagiarism by foreign students (Matthews 2007), Biggs (1996, 1999) warns against categorising and oversimplifying the problem by applying cultural stereotypes. The answer may lie in “raising awareness as to the extent to which cultural differences may impact on the understanding of academic misconduct” (Campbell-Evans and Leggett, 2007: 3) and introducing students to strategies which enable them to avoid plagiarising the work of others (Darab, 2006).

This paper concentrates on comparing attitudes of students from China (PRC) and Australia in relation to plagiarism. Generalised notions of students from PRC indicate an increased propensity to plagiarise, reinforced by research noted in the previous paragraphs. The extent to which Chinese society still maintains traditional Confucian values is difficult to determine. But of relevance is the respect for learning, historical scholarship and the role of the teacher and other educational authority figures.

Crossman, Liu and Tang suggest that the notion of Chinese education as teacher, rote learning and exam focussed is largely a Western one. However, review of the literature in relation to plagiarism suggests that in general, students from Asian backgrounds including from China have more difficulty grasping the concept of plagiarism and are much more likely to engage in either deliberate or non-deliberate acts of plagiarism at an undergraduate level (Pearson, 2004; Pickering, 2002; Scollon, 1995).

This study examines Chinese students enrolled in an Australian undergraduate business degree in Shanghai, China. The degree program enrolls over 250 students annually. Informal feedback from teaching staff suggests that plagiarism is indeed a big issue amongst this group. However, is it any greater an issue than that of their local Australian counterparts studying in Sydney? To what extent does cultural background, and past educational experiences, moderate one's willingness to engage in plagiarism? In addition to contributing to the existing cross cultural literature on propensities to plagiarise, an understanding of the differences between Chinese students in China, and local Australian students is vital in the development of approaches to offshore assessment, subject design and delivery.

AIMS AND HYPOTHESES

The main aim of this paper is to investigate differences in undergraduate student attitudes and perceptions toward plagiarism by Chinese and Australian students. The Chinese students are resident in the PRC and are enrolled in the a Bachelor of Business degree offered in Shanghai, China while the Australian students are enrolled in the equivalent degree offered in Sydney, Australia.

The first part of the questionnaire is composed of a number of statements which lead to the hypotheses. The first statement, 'UTS has provided me with a clear understanding of what plagiarism means' was built into the survey for informative purposes only, and there is no anticipated differences between the groups that could be hypothesised. Student orientations, course outlines and introductory lectures both onshore and offshore in China all incorporate lengthy discussions involving plagiarism and to how to avoid it.

For the second statement, 'What plagiarism means seems to vary from subject to subject and from lecturer to lecturer', it is anticipated that Chinese students may be more likely to agree with this statement. Students in the Chinese version of the degree are subjected to a wide variety of teachers, both local and expat, and due to the nature of the joint arrangement between the Universities, not all of their degree subjects are delivered by staff of the Australian institution.

Hypothesis 1: Chinese students will show higher levels of agreement than Australian students with the statement “What plagiarism actually means seems to vary from subject to subject and from lecturer to lecturer”.

The third statement in the survey was ‘Plagiarism is largely a Western concept. There is much less attention paid to this issue in Asian countries’. The literature appears to suggest a general lack of attention and lack of importance paid to this issue in Asian countries (Pearson, 2004) and it would follow intuitively that students in China may be more aware of this disparity than students in Australia. Thus,

Hypothesis 2: Chinese students will show higher levels of agreement than Australian students with the statement “Plagiarism is largely a Western concept. There is much less attention paid to this issue in Asian countries”.

Students from Asian backgrounds have been found to experience more difficulty understanding the concept of plagiarism and are much more likely to engage in acts of plagiarism at an undergraduate level (Pearson, 2004; Pickering, 2002; Scollon, 1995). Thus, some basic hypotheses relating to statement 4 (“I or somebody I know well has committed serious acts of plagiarism at University and not got caught”) and statement 5 (“Sometimes it is necessary to cheat a little bit in order to do well and get ahead at University”) along with responses to the four vignettes could be formed on this premise.

Hypothesis 3: Chinese students will show higher levels of agreement than Australian students with the statement “I or somebody I know well has committed serious acts of plagiarism at University and not got caught”.

Hypothesis 4: Chinese students will show higher levels of agreement than Australian students with the statement “Sometimes it is necessary to cheat a little bit in order to do well and get ahead at University”.

Hypothesis 5: Chinese students will give higher ratings of ‘wrongness’ to the behaviours involving plagiarism as described in the four vignettes.

Hypothesis 6: Chinese students will give higher ratings of overall ‘commonness’, of observations of behaviour in a friend, and of their own experience in relation to the behaviours described in the four vignettes.

METHODOLOGY

The sample consisted of 209 students, of which 42.7 percent were enrolled in the BBus (Sydney) degree and 56.4 percent were enrolled in the BBus (Shanghai) degree. 40 percent of students were aged 18-20, with a further 58 percent aged 21-25. 38 per cent of the sample were male, 59 percent female. The study employed both a quantitative survey and several small focus groups, although this paper reports only the quantitative results. The survey contained three sections. The first section related to demographics. The second section contained a series of five statements representing different attitudes toward varying aspects of plagiarism. Respondents were asked to rate their level of agreement from 1 (Strongly disagree) to 7 (Strongly agree). The third section contained four vignettes depicting typical scenarios involving plagiarism in undergraduate education. Such vignettes help students to relate to a particular context and also dissociate the respondent from their personal position (Emerson and Conroy, 2002). Following the presentation of each vignette, students were asked to rate the degree of 'wrongness' of the behaviour described, their perception of the commonality of the behaviour, and their personal and observed experience in self and others.

Surveys were administered in English and handed out at the end of class by the class lecturer. Students were provided with a briefing on the aims of the project. Data was entered and analysed using SPSS statistical software version 16.0.

Due to the multi cultural nature of the Australian student sample and the need to establish two distinct cultural groups for comparative purposes, subjects were also asked to nominate the country in which they undertook the majority of their education, including primary and high school. Subjects who had completed the majority of their education in Asian countries were excluded from the "Australian" sample. The final sample of "Australian" students used in data analysis comprised 99 per cent of students who had completed the majority of their education in Australia, with 1 per cent coming from other Western countries including the U.S., the U.K and New Zealand.

RESULTS

Descriptive Statistics for Five Attitude Statements

The survey contained five statements relating to students' general attitudes toward plagiarism. Students were asked to rate on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree) their level of agreement with each statement. Mean responses and standard deviations across the total sample (N=209) are displayed in Table 1.

Insert Table 1 about here

These results suggest that overall, students feel that the University has provided them with a very clear idea as to what plagiarism means (mean=6.0). There was a moderate level of agreement with statement 2, that plagiarism's meaning varies between subjects and lecturers. There was also a moderate level of agreement for statement 3, that plagiarism is largely a Western concept and that little attention is paid to it in Asian countries. For statements 4 and 5, the level of agreement was lower overall. This suggests students on average do not know someone who has committed serious acts of plagiarism at University and do not agree that a bit of cheating is acceptable.

Descriptive Statistics for Four Vignettes

The survey contained four short vignettes describing typical scenarios involving plagiarism. For the first two items, students were asked to rate how wrong or how common the practice was on a scale from 1 (not wrong or not common at all) to 7 (extremely wrong or extremely common). For the second two items, students were asked to indicate whether they were aware of a friend who had performed the behaviour and if they had ever performed this behaviour themselves (yes/no response). These results are displayed in table 2.

Overall the students rated the behaviours in the four vignettes as very wrong. Rewriting an essay in one's own words without acknowledging the source (story 3) was seen as slightly more acceptable than the other behaviours (mean=5.0). In terms of the students' perceptions of the commonality of behaviours, this same story (story 3) was rated as most common (mean=4.3), while writing an essay for a sick friend (story 4) was least common.

In terms of students' observations of these behaviours in a friend or fellow student, the results were quite high. 44% of students admitted knowing somebody who had rewritten a chapter without acknowledging the source (story 3) while 42% of students admitted knowing somebody who had cut and paste an essay from the internet (story 2). Not surprisingly, the percentages were less when it came to students' self admissions of whether they had performed the behaviours themselves. 24% of students admitted they had rewritten a book chapter without acknowledging the source (story 3) and 21% admitted having cut and paste directly from the internet (story 2).

Insert Table 2 about here

Differences between Chinese and Australian students in relation to attitude statements

An independent samples T-test was conducted to test for significant differences between Australian and Chinese students in students' responses to the five attitude statements. Results are shown in Table 3.

Insert Table 3 about here

For the first statement, it appears that students in both Australia (mean=6.0) and China (mean=5.9) have an equally high level of agreement that the University has provided them with a clear understanding of what plagiarism means. There is no significant difference between the groups on this item. For the statement 'What plagiarism means seems to vary from subject to subject and from lecturer to lecturer', Chinese students were significantly more likely to agree with this statement (mean=3.9, $p<.01$) than Australian students (mean=3.0). This may be reflective of their different experiences with Western and local, Chinese staff in this degree. Hence, H1 is supported.

For the statement suggesting plagiarism is largely a Western concept and not much attention is paid to it in Asian countries, Australian students were more likely (mean=4.1) to agree than Chinese students (mean=3.3) and this difference was significant ($p<.01$). Clearly the plagiarism message has started to get through to the Chinese students, whether through this course or through other educational experiences and the perception that Asian countries do not pay much attention to plagiarism is largely a Western misconception. Thus H2 is not supported.

For statement four, Chinese students were more likely to agree that they knew somebody who had committed serious acts of plagiarism and not got caught, although this difference was not significant thus H3 is not supported. For statement five, Chinese students showed a slightly higher level of agreement that it was sometimes necessary to cheat a little bit in order to do well and get ahead but as this was not significant, H4 is not supported.

Differences between Chinese and Australian students in responses to vignettes

Independent sample t-tests were conducted to test for significant differences in responses to the first two items for each story. One way Analysis of Variance (ANOVA) was used to test for significant differences in responses to the second two (categorical data) items for each story. Table 4 shows the means, standard deviations, t-values (for scale items) and F-values (for yes/no items).

Insert Table 4 about here

These results show a number of significant differences in student perceptions between the two groups with respect to their evaluations of ‘wrongness’ of the behaviours in the vignettes. In relation to the first story (copying a summary from a book into an essay), Australian students were significantly ($p < .01$) more likely to agree that the behaviour was wrong (mean=6.35) than Chinese students (mean=5.81). Likewise for cutting and pasting from the internet into an essay (story 2) Australian students (mean=6.55) rated the behaviour more ‘wrong’ than Chinese students (mean=5.63; $p < .01$).

For the third story, involving rewriting a chapter from a book, Australian students again rated the behaviour as more ‘wrong’ (mean=5.21) than Chinese students (mean=4.9) although this difference was not significant. However, when a further analysis was run to include students in the Australian group who had completed the majority of their education in China, this result became significant at $p < .05$. Finally for the fourth story, involving a friend writing an essay for another student both groups evaluated this behaviour as highly wrong but not significantly so.

With respect to students’ perceptions of the commonness of the behaviours described in the vignettes and whether they had ever performed the same behaviour as in the vignettes, the results are much more striking. For the first story, involving copying a book summary directly into an essay, Chinese

students did describe this as more common than Australian students although this difference was not significant. However, Chinese students were significantly ($p < .01$) more likely to know a friend who has performed the behaviour and also were significantly ($p < .01$) more likely to have performed the behaviour themselves.

The second story involved copying from the internet. Chinese students rated the commonality of this behaviour as higher than Australian students, and this difference was significant ($p < .01$). There was a significant difference ($p < .01$) between Chinese students' ratings of awareness of the behaviour and having committed the behaviour themselves. For the third story involving rewriting a chapter, the relationship was interestingly reversed. Australian students rated this behaviour as more common ($p < .01$) and were more likely to have committed the behaviour themselves ($p < .01$).

For the final story, involving writing an essay on behalf of a sick friend, again the Australian students rated the behaviour as more common in their experience than the Chinese students ($p < .01$). Both groups were unlikely to have committed the behaviour themselves or to know someone who had, and there were no significant differences between them in relation to this.

Overall, in evaluations of 'wrongness' of the behaviours in the vignettes, significant differences were found between Australian and Chinese students in three out of four vignettes. Thus there is partial support for hypothesis 5. In evaluations of 'commonness', significant differences were found in 3 out of 4 vignettes, with one result (story 3) in the opposite direction to that hypothesised. In ratings of observations of friends, differences were found in two out of four vignettes. Finally in ratings of self admission of the behaviours, significant differences were found in two out of four vignettes in the direction hypothesised. Thus there is partial support for Hypothesis 6.

CONCLUSIONS

The study identified a number of important findings. While local students considered that there is less attention paid to plagiarism in Asian countries, the Chinese students did not agree. Also, Chinese

students were more likely to identify that they considered acts of plagiarism to be common and practised by those that they know.

Whilst the trends in the results are clear, they show that care should be exercised in concluding that the Chinese students are more likely to plagiarise. The responses of local students were often disturbingly high indicating that plagiarism is far from an unknown practice locally. Perhaps local students are more adept at the practice and thus less likely to be caught than their Chinese counterparts.

The results also provide useful pointers in orienting students towards integrity in their assignments. The internet particularly seems to be an attractive source for students to copy from so greater efforts should be directed towards this medium. But overall counter-plagiarism strategies should concentrate more upon situations students can relate to rather than generalised statements of intent.

Finally, the results indicate that whereas cultural factors do seem to play a part in propensity to plagiarise, care should be exercised in making generalised assumptions about Chinese students or Asian students generally. They certainly do not support the notion that all Chinese students are potential plagiarisers whilst local students can be counted upon to do the right thing. The statistical differences between the samples are often small and both groups indicated that the more serious cases of plagiarism were wrong. It would appear that other factors, such as language capability, resource availability and the situational and contextual may play a more significant role in propensity to plagiarise than cultural factors.

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Table 1: Means and Standard Deviations for Five Attitude Statements

Statement	Mean	SD
UTS has provided me with a clear understanding of what plagiarism means	6.0	.96
What plagiarism means seems to vary from subject to subject and from lecturer to lecturer	3.5	1.8
Plagiarism is largely a Western concept. There is much less attention paid to this issue in Asian countries	3.6	1.7
I, or somebody I know well, has committed serious acts of plagiarism at University and not got caught	3.1	1.9
Sometimes it is necessary to cheat a little bit in order to do well and get ahead at University	3.0	1.9

Table 2: Means and Standard Deviations for Four Vignettes

<i>Story 1 (copying summary into essay)</i>		
Item	Mean or %	SD
How wrong would you describe the behaviour in the story	6.0	1.2
How common is this practice in University students	3.9	1.5
Are you aware of a friend or fellow student who has performed the behaviour	34% yes, 64% no	
Have you ever performed this behaviour	11% yes, 86% no	
<i>Story 2 (cut and paste essay from internet)</i>		
Item	Mean or %	SD
How wrong would you describe the behaviour in the story	6.0	1.4
How common is this practice in University students	4.0	1.7
Are you aware of a friend or fellow student who has performed the behaviour	42% yes, 58% no	
Have you ever performed this behaviour	21% yes, 79% no	
<i>Story 3 (rewriting book chapter in own words)</i>		
Item	Mean or %	SD
How wrong would you describe the behaviour in the story	5.0	1.6
How common is this practice in University students	4.4	1.6
Are you aware of a friend or fellow student who has performed the behaviour	44% yes, 55% no	
Have you ever performed this behaviour	24% yes, 74% no	

Story 4 (Having a friend write an essay for you)

Item	Mean or %	SD
How wrong would you describe the behaviour in the story	5.7	1.4
How common is this practice in University students	3.1	1.7
Are you aware of a friend or fellow student who has performed the behaviour	18% yes, 81% no	
Have you ever performed this behaviour	4% yes, 95% no	

Table 3: Differences in Attitude Statements between Chinese and Australian students

Attitude Statement	T-value	Mean Sydney (SD)	Mean S'hai (SD)
UTS has provided me with a clear understanding of what plagiarism means	0.77	6.04 (.96)	5.94 (.97)
What plagiarism means seems to vary from subject to subject and from lecturer to lecturer	-3.70**	3.00 (1.96)	3.92 (1.65)
Plagiarism is largely a Western concept. There is much less attention paid to this issue in Asian countries	3.51**	4.08 (1.32)	3.27 (1.84)
I, or somebody I know well, has committed serious acts of plagiarism at University and not got caught	-1.26	2.93 (2.04)	3.27 (1.84)
Sometimes it is necessary to cheat a little bit in order to do well and get ahead at University	-0.52	2.96 (1.79)	3.09 (1.98)

*p<.05; **p<.01; degrees of freedom for t-test = 207

Table 4: Differences in Vignette Responses between Chinese and Australian students

Item	T-value	Mean Sydney (SD)	Mean S'hai (SD)
Story 1: copying summary from book into essay How wrong would you rate the behaviour?	3.19**	6.35 (1.14)	5.81 (1.26)
Story 1: copying summary from book into essay How common would you rate the behaviour?	-0.14	3.89 (1.58)	3.92 (1.44)
Story 2: cut and paste from internet into essay How wrong would you rate the behaviour?	5.05**	6.55 (0.99)	5.63 (1.49)
Story 2: cut and paste from internet into essay How common would you rate the behaviour?	-3.56**	3.56 (1.75)	4.38 (1.55)
Story 3: rewriting chapter from book How wrong would you rate the behaviour?	1.43 ^a	5.21 (1.63)	4.90 (1.52)
Story 3: rewriting chapter from book How common would you rate the behaviour?	2.78**	4.70 (1.59)	4.09 (1.52)
Story 4: friend writes an essay for another student How wrong would you rate the behaviour?	0.72	5.75 (1.31)	5.61 (1.45)
Story 4: friend writes an essay for another student How common would you rate the behaviour?	2.89**	3.44 (1.78)	2.77 (1.53)

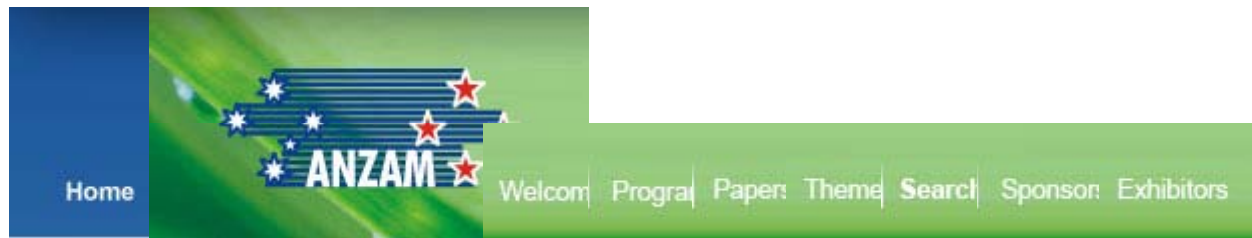
**p<.01; degrees of freedom for t-test = 206

^a this result significant once Chinese educated Australian students were included

Table 4 (cont'd): Differences in Vignette Responses between Chinese and Australian students

Item	F-value	Mean Sydney (SD)	Mean S'hai (SD)
Story 1: copying summary from book into essay Are you aware of a friend or fellow student that has performed this same behaviour	4.25*	1.73 (0.45)	1.59 (0.49)
Story 1: copying summary from book into essay Have you ever performed this same behaviour?	8.02**	1.96 (0.21)	1.83 (0.38)
Story 2: cut and paste from internet into essay Are you aware of a friend or fellow student that has performed this same behaviour	39.84**	1.81 (0.40)	1.41 (0.49)
Story 2: cut and paste from internet into essay Have you ever performed this same behaviour?	29.72**	1.96 (0.21)	1.66 (0.48)
Story 3: rewriting chapter from book Are you aware of a friend or fellow student that has performed this same behaviour	0.06	1.55 (0.50)	1.56 (0.50)
Story 3: rewriting chapter from book Have you ever performed this same behaviour?	5.79*	1.84 (0.37)	1.70 (0.46)
Story 4: friend writes an essay for another student Are you aware of a friend or fellow student that has performed this same behaviour	0.63	1.80 (0.40)	1.84 (0.37)
Story 4: friend writes an essay for another student Have you ever performed this same behaviour?	0.09	1.97 (0.18)	1.96 (0.20)

**p<.01; *p<.05



ANZAM Welcome



Welcome from the ANZAM President

On behalf of the ANZAM Executive I welcome you to the 23rd ANZAM Conference hosted by the Department of Management, Monash University, Melbourne 2009.

The conference theme this year is both timely and of great significance, not only for our academic disciplines of course, but it also reflects one of the 'great challenges' facing us all in the 21st Century.

Keynote presentations by Professor Tim Flannery and Professor Dexter Dunphy will present opportunities for further insights into *Sustainable Management and Marketing*, particularly in respect of their recognised fields of sustainable development and environmental strategy.

Presentations from authors of papers in a program across 16 streams, interactive workshops and poster presentations will provide educators, managers and leaders in all fields of industry and endeavour the opportunity to engage with the conference theme in a responsive and strategic manner.

The academic program this year is further enhanced by a collaborative approach in bringing together the primary professional bodies for management and marketing educators, researchers, students, scholars and practitioners in a combined day of activity.

We look forward to other opportunities for collaboration and interaction with you during the program of social activities including the Happy Hour Welcome, a Cocktail Reception at the National Gallery Victoria and the Conference Dinner.

I thank participants and guests from twenty-four international locations, New Zealand and Australia for their commitment to ANZAM, and hope that you enjoy your stay in the City of Melbourne.

My thanks also go to the Monash Team who have worked in collaboration with the ANZAM Secretariat and Promaco to bring us together for ANZAM 2009.

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